

**TEACHING AND LEARNING NARRATIVE PARAGRAPH WRITING  
BY USING GUIDED QUESTIONS AT THE ELEVENTH GRADE OF  
SMA DARUL ARAFAH LAMPUNG TENGAH  
IN THE ACADEMIC YEAR OF 2020/2021**

**A Thesis**

Submitted in a Partial a Fulfillment of  
the Requirements for S-1 Degree

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RADEN INTAN LAMPUNG  
2021**

## **ABSTRACT**

### **TEACHING AND LEARNING NARRATIVE PARAGRAPH WRITING BY USING GUIDED QUESTIONS AT THE FIRST SEMESTER OF THE ELEVENTH GRADE AT SMA DARUL ARAFAH IN THE ACADEMIC YEAR OF 2020/2021**

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This research was about teaching and learning narrative paragraph writing by using guided questions at the first semester of the eleventh grade at SMA Darul Arafah in the academic year of 2020/2021. The objectives of this research were to know and describe the process of teaching and learning narrative paragraph writing by using guided questions, teacher's problems in the process of teaching narrative paragraph writing by using guided questions and students' problems in the process of learning narrative paragraph writing by using guided questions.

Therefore, the qualitative descriptive research had been employed. This research was conducted in XI IIS 1 class as sample which consisted of 24 students, because based on the data from the teacher, English score from this class was still low. The researcher analyzed cause of the problem by collecting the data. To gain the data from beginning of process and until the end of teaching and learning process this research used observation, interview and questionnaire because this research focused on teaching and learning process.

In qualitative research to make it accurate the data used triangulation. Which focused on time and method. The research was conducted for 2 meetings. In addition, to analyze the data used three activities : data reduction, data display, and conclusion drawing of verification. After analyzing the data, there were found three points of the result. First, the teacher did not apply the steps well of teaching narrative text writing by using guided questions technique. The second, the problems faced by the students were: developing the ideas, the problem in organizing the ideas to write, the students found difficulties in grammar, lack of vocabulary. Lastly, the problem faced by the teacher were: the teacher had difficulties applied the guided questions, to calm and control the class, some students were noisy and make the class less conducive, she should be guide the students when reconstructed their writing.

**Keyword : *Guided Questions, Qualitative Descriptive Research,  
Teaching Narrative Paragraph Writing***





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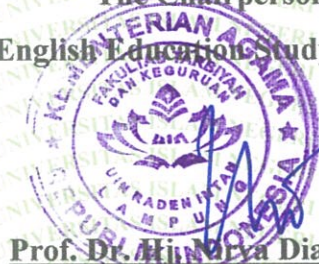
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## MOTTO



ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun, By the pen and by the (record) which (Men) write”.

(QS.Al-Qalam :1)<sup>1</sup>



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<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, New Johar Offset Printers, India, 2006, p. 57



## DECLARATION

I hereby declare that this thesis entitled: “Teaching and Learning Narrative Paragraph Writing By Using Guided Questions At The First Semester Of The Eleventh Grade At Sma Darul Arafah In The Academic Year Of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

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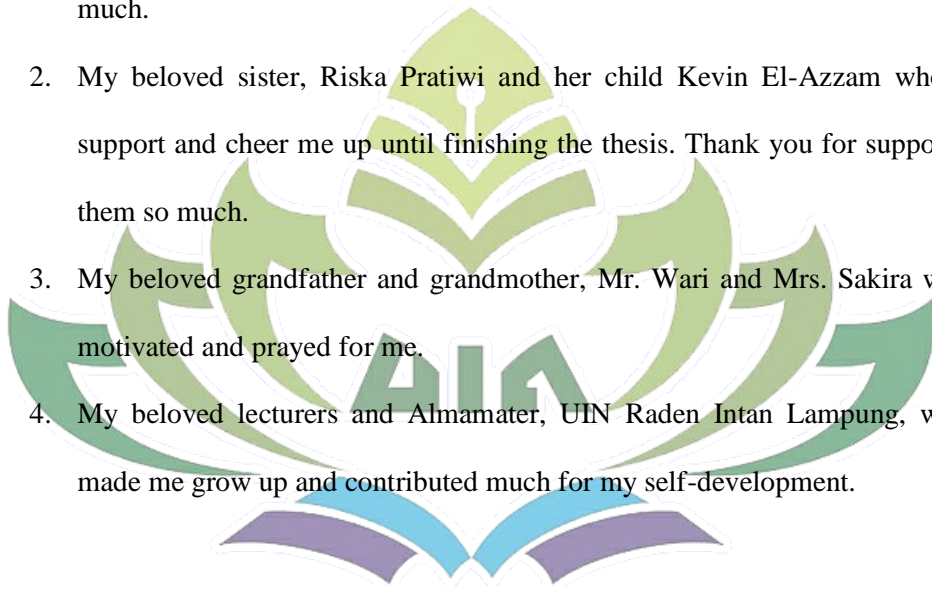
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## DEDICATION

Praise and gratitude to Allah SWT for abundant blessing to me, and my deep of heart and great love, this thesis is dedicated to:

1. The greatest inspiration in my life, my beloved father, Mr. Kodir and my beloved mother, Mrs. Sutarsih (Alm) who always pray for my succes who have given me inspirations, love, support and motivation to study hard until now. I love them so much.
2. My beloved sister, Riska Pratiwi and her child Kevin El-Azzam who always support and cheer me up until finishing the thesis. Thank you for support. I love them so much.
3. My beloved grandfather and grandmother, Mr. Wari and Mrs. Sakira who have motivated and prayed for me.
4. My beloved lecturers and Almamater, UIN Raden Intan Lampung, who have made me grow up and contributed much for my self-development.



## **CURRICULUM VITAE**

Cica Cahyani was born in Wates on August 16th, 1994. She is the second children of a lovely couple Mr. Kodir and Mrs. Sutarsih (Alm). She has one sister, her name is Risca Pratiwi. She began her formal education at Elementary school at SD Muhammadiyah Sukajawa 2000 and graduated 2006. Then, she continued her study at SMP Darul Arafah Sukajawa and graduated in 2009. She continued her study at MAN 1 Lampung Tengah and graduated in 2012. After that she continued her study in 2013 in the State Islamic University Raden Intan Lampung as a student of English Education Program of Tarbiyah and Teacher Training Faculty.

During studying of UIN Raden Intan Lampung, the writer joined some UKM, such as UKM BAHASA and UKM INKAI and the writer has experience to be a teacher and private teacher.



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This thesis entitled “Teaching and Learning Narrative Paragraph Writing By Using Guided Questions At the First Semester of the Eleventh Grade of SMA Darul Arafah Sukajawa in the Academic Year of 2020/2021 “ is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the State Islamic University Raden Intan Lampung. When finishing this thesis, I has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, I would sincerely thanks to:

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Finally, none is perfect and neither is the final project. Therefore, sincerelywelcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, December 2020

The Writer

CICA CAHYANI  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is used in all aspects of human life. Therefore, language is a very important thing for human around the world. Almost all of human activities use it. People use language to make interaction, get knowledge, exchange ideas, thoughts, feelings, etc. Language is a means by which human being communicate with each other.<sup>2</sup> Without language someone can not communicate with each other in daily life.

There are so many languages in the world because each country has its own language to be used for making relationship with other people in the country. Nowadays, we should not only master regional language but also international language. English has become an International language that is used in many countries as a communication tool such as native speaker, a second language, a foreign language around the world.

English as the international language is needed and very important in the world because English is a second language in some countries. Richards and Rodgers stated, English is the world's most widely studied foreign language.<sup>3</sup> In Indonesia, English becomes the first foreign language that is not used every day. English has been studied from elementary school up to

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<sup>2</sup>W.Rivers, *Teaching Foreign Language Skill, Second Edition*, (Chicago University Press, 1978), P.83.

<sup>3</sup>Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p.1.



university level. A Surah Ibrahim : 4 in the Holy Al-Qur'an that explain about language states that:<sup>4</sup>

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ ۚ لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ اللَّهُ  
مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ

We sent not a messenger except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now Allah leaves straying those whom He pleases and guides whom He pleases: and He is Exalted in power, full of Wisdom. (Q.S Ibrahim: 4)

The main goal of learning a language is to develop the communicate competence, that is the competence to understand and produce paragraph, whether it is in spoken or written suited with the level of the students. In fact learning English in Indonesia is difficult for the students and increasing the students' motivation has also been difficult task for the teacher. Therefore it is necessary to teach the students by using suitable techniques.

There are four skills in English they are speaking, listening, writing, and reading. These skills are closely related one to another. Writing holds an important role in studying foreign language, especially in studying English. It is useful in life side such as in writing a letter. It needs special skill in writing in order to be good. Besides that, good writers who master writing well can become good professions in their jobs for example a novelist.

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<sup>4</sup>Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland:the King Fahd Holy Quran Printing Complex, 1987), p. 119.

According to Ann Raimes, writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand.<sup>5</sup> Furthermore, Donn Byrne states that writing is a process of conventional system to convey the meaning to the reader or receiver.<sup>6</sup> Writing is one of the language skills presented in the teaching learning process of English and subjects that considered difficult by the students. This skill is more complex and difficult to be taught and mastered especially for the students. The students are not capable to make a good writing.

There are many forms of writing such as description, narration, exposition, and argumentation. Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>7</sup> In this study, teaching of narrative paragraph writing taught by teacher in English lesson material. They give the readers the signals to help them follow the development of idea. In this study, the writer focuses on teaching and learning narrative paragraph writing by using guided questions.

Related to this research, the writer chooses a literature about previous research which are relevant to the teaching students' narrative paragraph writing. Based on the previous research by Ilva Hidayah at the Eight grade students of SMPN 3 Tangerang Selatan by applying using guided questions.

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<sup>5</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.2.

<sup>6</sup> Donn Byrne, *Teaching Writing Skills*, (London: Longman Publishing Group, 1988), p.7.

<sup>7</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta : Graha Ilmu, 2008), p.73

The title was “*The Effectiveness of Guided Questions Towards Students’ Writing Skill of Descriptive Text*”, Syarif Hidayatullah State Islamic University Jakarta. The result of this research showed the increase the students’ score in writing descriptive text.

The difference between this research and her research is the kind of text. Her research used descriptive text, while the researcher used narrative. The another difference is her research conduct quantitative research and the researcher focus on qualitative research.

As such, the writer wants to know the teaching and learning process of English subject in SMA Darul Arafah Lampung Tengah by observing the technique used by English teacher in teaching writing, that is guided questions. In addition, the writer wants to find information about the causes of low score of the students, the problems that are faced by the teacher and students in teaching learning process of writing.

## **B. Identification of The Problem**

Based on the background above, the writer identified that there were the problems as follows:

1. The students had low ability in narrative paragraph writing.
2. The students get difficulties to develop their ideas and lack of vocabularies.

### **C. Limitation of The Problem**

Based on the identification of the problem above, the writer focused on “Teaching and learning narrative paragraph writing by using guided questions at the first semester of eleventh grade at SMA Darul Arafah Lampung Tengah in the academic year of 2020/2021”.

### **D. Formulation of The Problem**

By considering the identification of problem and the limitation of problem, the writer formulated the problem such as:

1. How was the process of teaching narrative paragraph writing by using guided questions at the first semester of eleventh grade at SMA Darul Arafah Lampung Tengah in the academic year of 2020/2021?
2. What were teachers' problems in the process of teaching narrative paragraph writing by using guided questions at the first semester of eleventh grade at SMA Darul Arafah Lampung Tengah in the academic year of 2020/2021?
3. What were students' problems in the process of teaching learning narrative paragraph writing by using guided questions at the first semester of eleventh grade at SMA Darul Arafah Lampung Tengah in the academic year of 2020/2021?



### **E. Objectives of the Research**

Based on formulation of problem, the objectives of the research can be formulated as follows:

1. To know and describe the process of teaching narrative paragraph writing by using guided questions at the first semester of eleventh grade at SMA Darul Arafah Lampung Tengah in the academic year of 2020/2021.
2. To know and describe teacher's problems in the process of teaching narrative paragraph writing by using guided questions at the first semester of eleventh grade at SMA Darul Arafah Lampung Tengah in the academic year of 2020/2021.
3. To know and describe students' problems in the process of learning narrative paragraph writing by using guided questions at the first semester of eleventh grade at SMA Darul Arafah Lampung Tengah in the academic year of 2020/2021.

### **F. Uses of the Research**

This research can be used:

1. Theoretically:

The results of this research are expected to be a source of information for further research in narrative paragraph writing.

2. Practically:

It is expected that this research can provide useful input in improving the quality of learning in the school and also give information to the English

teacher about teaching narrative paragraph writing through guided questions.

#### **G. Scopes of The Research**

The scopes of the research can be described as follows:

##### **1. Subject of the research**

The subjects of this research were the English teacher and the students of eleventh grade at the SMA Darul Arafah Lampung Tengah in the academic year of 2020/2021

##### **2. Object of the research**

The research object of the research was the use of guided questions and Students' narrative paragraph writing ability.

##### **3. Place of the research**

The research was conducted at SMA Darul Arafah Lampung Tengah

##### **4. Time of the Research**

The research was conducted at the first semester of the eleventh grade in the academic year of 2020/2021.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the writer drew some conclusions and suggestion in teaching narrartive paragraph writing by using guided questions.

#### **A. Conclusion**

Based on the data analysis, it can be concluded that:

1. The process of teaching learning narrative paragraph writing by using guied questions has been conducted. With some weakness the teacher could not explore the steps well. Moreover, the students also showed improvementtt in their writing ability of English, although there were teacher's problem and students' problem in teaching and learning process.
2. The teacher's problems in teaching writing by using guided questions was was he had difficulties to calm and handle the students that seemed so noisy during reconstruction activity.
3. The students' problems in learning narrative paragraph writing by using guided questions were the students felt confused to develop their ideas, they had lack vocabulary and did not know about grammatical.

#### **B. Suggestion**

Considering the result of the research, the writer would like to give some suggestions as follow:

### 1. For the teacher

- a. The teacher should provide a variety of methods, especially in teaching writing narrative paragraph in order to make writing activities more interesting and attractive to the students.
- b. The teacher should prepare the material well before she teaches using this technique such as lesson plan and media about narrative text.
- c. The teacher should manage the time well in order that the implementation of technique running well and success.
- d. Guided questions as a technique variety of teaching writing is one of good ways to be applied at the eleventh grade students of senior high school.
- e. The teacher should give the students more writing practice in order that they can practice their writing ability.

### 2. For the Students

- a. The students should be more creative and have otivation to learn and practice their English especially practicing writing at school and out of the school.
- b. The students should have more time to practice writing and they should not feel confuse to write.
- c. The students should improve their vocabulary, grammar mastery that can be easily used in their writing activity.
- d. The students should keep trying hard and be nice students as always.

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